

Fairforest Middle

4120 N. Blackstock Road
Spartanburg, South Carolina 29301

Grades 6-8 Middle School

Enrollment 812 Students

Principal Chuck D. Gordon 864-576-1270

Superintendent Dr. Darryl Owings 864-576-4212

Board Chair Mr. Michael Crook 864-576-4212

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 0 | 0 | 5 | 30 | 7 |

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 22 out of 29 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2003 | Average | Unsatisfactory | No |
| 2004 | Average | Average | No |
| 2005 | Below Average | Below Average | No |
| 2006 | Below Average | Below Average | No |

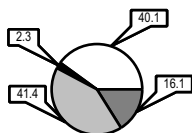
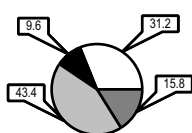
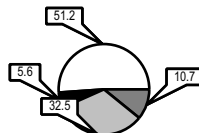
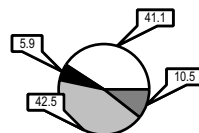
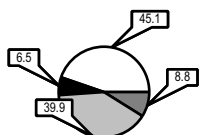
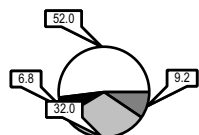
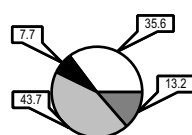
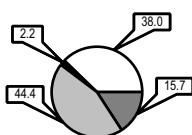
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
| | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
| | Proficient | Well prepared to work at next grade level; met expectations |
| | Basic | Met standards; minimally prepared, can go to next grade level |
| | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

END OF COURSE TESTS

Percent of students scoring 70 or above on:

| | Our School | Middle Schools with Students Like Ours |
|--|-------------------|---|
| Algebra 1/Math for the Technologies 2 | 100.0 | 92.4 |
| English 1 | N/A | 89.0 |
| Biology 1/Applied Biology 2 | N/A | 53.4 |
| Physical Science | N/A | 30.3 |
| All Subjects | 100.0 | 89.2 |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 816 | 98.7 | 39.4 | 41.6 | 16.2 | 2.8 | 26.6 | No | Yes |
| Gender | | | | | | | | | |
| Male | 433 | 97.7 | 45.2 | 41.3 | 12.2 | 1.3 | 21.7 | N/A | N/A |
| Female | 383 | 99.7 | 32.9 | 42.0 | 20.7 | 4.4 | 32.1 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 334 | 98.5 | 30.4 | 39.5 | 25.0 | 5.1 | 37.8 | Yes | Yes |
| African American | 308 | 98.7 | 50.0 | 38.3 | 10.9 | 0.7 | 19.3 | No | Yes |
| Asian/Pacific Islander | 34 | 100.0 | 35.3 | 50.0 | 11.8 | 2.9 | 20.6 | I/S | I/S |
| Hispanic | 132 | 98.5 | 39.4 | 51.4 | 7.3 | 1.8 | 16.5 | No | Yes |
| American Indian/Alaskan | 5 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 696 | 99.1 | 32.2 | 46.6 | 18.5 | 2.7 | 30.1 | N/A | N/A |
| Disabled | 120 | 95.8 | 84.8 | 10.1 | 2.0 | 3.0 | 5.1 | No | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | N/A | N/A |
| Non-Migrant | 815 | 98.7 | 39.4 | 41.6 | 16.2 | 2.8 | 26.6 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 102 | 98.0 | 63.9 | 30.6 | 5.6 | 0.0 | 9.7 | Yes | Yes |
| Non-Limited English Proficient | 714 | 98.7 | 36.7 | 42.8 | 17.4 | 3.1 | 28.5 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 567 | 98.8 | 46.0 | 41.9 | 10.9 | 1.2 | 17.9 | No | Yes |
| Full-pay meals | 243 | 98.4 | 24.9 | 40.9 | 28.0 | 6.2 | 45.8 | N/A | N/A |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 816 | 98.9 | 30.6 | 43.6 | 15.9 | 9.8 | 36.3 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 433 | 98.2 | 30.1 | 47.5 | 14.0 | 8.4 | 34.0 | N/A | N/A |
| Female | 383 | 99.7 | 31.2 | 39.4 | 18.1 | 11.4 | 38.8 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 334 | 98.2 | 22.7 | 42.7 | 19.0 | 15.6 | 47.1 | Yes | Yes |
| African American | 308 | 99.0 | 41.5 | 44.0 | 9.8 | 4.7 | 21.8 | No | Yes |
| Asian/Pacific Islander | 34 | 100.0 | 11.8 | 41.2 | 32.4 | 14.7 | 64.7 | I/S | I/S |
| Hispanic | 132 | 100.0 | 32.7 | 44.5 | 18.2 | 4.5 | 33.6 | Yes | Yes |
| American Indian/Alaskan | 5 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 696 | 99.4 | 24.6 | 46.5 | 17.8 | 11.1 | 40.8 | N/A | N/A |
| Disabled | 120 | 95.8 | 68.7 | 25.3 | 4.0 | 2.0 | 8.1 | No | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | N/A | N/A |
| Non-Migrant | 815 | 98.9 | 30.6 | 43.6 | 15.9 | 9.8 | 36.3 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 102 | 100.0 | 43.8 | 32.9 | 16.4 | 6.8 | 34.2 | Yes | Yes |
| Non-Limited English Proficient | 714 | 98.7 | 29.1 | 44.8 | 15.9 | 10.2 | 36.5 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 567 | 99.1 | 35.4 | 43.7 | 14.9 | 6.0 | 29.6 | Yes | Yes |
| Full-pay meals | 243 | 98.4 | 20.0 | 43.6 | 18.2 | 18.2 | 51.1 | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 816 | 98.4 | 50.2 | 32.8 | 10.8 | 6.1 | 17.0 |
| Gender | | | | | | | |
| Male | 433 | 97.5 | 49.3 | 31.0 | 12.2 | 7.4 | 19.6 |
| Female | 383 | 99.5 | 51.2 | 34.8 | 9.4 | 4.7 | 14.0 |
| Racial/Ethnic Group | | | | | | | |
| White | 334 | 97.9 | 39.3 | 35.9 | 14.2 | 10.5 | 24.7 |
| African American | 308 | 98.1 | 61.0 | 28.7 | 6.6 | 3.7 | 10.3 |
| Asian/Pacific Islander | 34 | 100.0 | 47.1 | 32.4 | 17.6 | 2.9 | 20.6 |
| Hispanic | 132 | 100.0 | 53.6 | 37.3 | 8.2 | 0.9 | 9.1 |
| American Indian/Alaskan | 5 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | |
| Not Disabled | 696 | 99.3 | 45.2 | 36.0 | 12.4 | 6.4 | 18.8 |
| Disabled | 120 | 93.3 | 82.5 | 12.4 | 1.0 | 4.1 | 5.2 |
| Migrant Status | | | | | | | |
| Migrant | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Migrant | 815 | 98.4 | 50.2 | 32.8 | 10.8 | 6.1 | 17.0 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 102 | 100.0 | 67.1 | 26.0 | 5.5 | 1.4 | 6.8 |
| Non-Limited English Proficient | 714 | 98.2 | 48.3 | 33.6 | 11.5 | 6.7 | 18.1 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 567 | 98.6 | 57.3 | 31.6 | 8.3 | 2.8 | 11.1 |
| Full-pay meals | 243 | 97.9 | 34.7 | 35.6 | 16.4 | 13.3 | 29.8 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|
| Social Studies | | | | | | | |
| All Students | 816 | 98.3 | 40.2 | 42.8 | 10.6 | 6.4 | 17.0 |
| Gender | | | | | | | |
| Male | 433 | 97.5 | 39.4 | 41.0 | 12.0 | 7.7 | 19.7 |
| Female | 383 | 99.2 | 41.1 | 44.9 | 9.0 | 5.0 | 14.0 |
| Racial/Ethnic Group | | | | | | | |
| White | 334 | 97.9 | 33.2 | 43.7 | 12.5 | 10.5 | 23.1 |
| African American | 308 | 97.7 | 51.5 | 38.2 | 6.6 | 3.7 | 10.3 |
| Asian/Pacific Islander | 34 | 100.0 | 29.4 | 47.1 | 20.6 | 2.9 | 23.5 |
| Hispanic | 132 | 100.0 | 36.4 | 49.1 | 10.9 | 3.6 | 14.5 |
| American Indian/Alaskan | 5 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | |
| Not Disabled | 696 | 99.4 | 35.4 | 46.3 | 11.5 | 6.7 | 18.3 |
| Disabled | 120 | 91.7 | 71.6 | 20.0 | 4.2 | 4.2 | 8.4 |
| Migrant Status | | | | | | | |
| Migrant | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Migrant | 815 | 98.3 | 40.2 | 42.8 | 10.6 | 6.4 | 17.0 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 102 | 100.0 | 47.9 | 41.1 | 11.0 | 0.0 | 11.0 |
| Non-Limited English Proficient | 714 | 98.0 | 39.3 | 43.0 | 10.5 | 7.1 | 17.6 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 567 | 98.2 | 47.2 | 39.9 | 8.7 | 4.3 | 13.0 |
| Full-pay meals | 243 | 98.4 | 24.9 | 49.3 | 14.7 | 11.1 | 25.8 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 265 | 100.0 | 51.5 | 30.9 | 14.6 | 3.0 | 17.6 |
| | 7 | 274 | 98.9 | 31.7 | 50.8 | 15.4 | 2.0 | 17.5 |
| | 8 | 253 | 99.2 | 28.8 | 41.9 | 24.0 | 5.2 | 29.3 |
| 2006 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 259 | 99.2 | 44.2 | 35.4 | 17.3 | 3.1 | 20.4 |
| | 7 | 282 | 99.3 | 39.8 | 40.6 | 15.7 | 4.0 | 19.7 |
| | 8 | 275 | 97.5 | 34.6 | 48.4 | 15.9 | 1.2 | 17.1 |
| Mathematics | | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 265 | 100.0 | 26.2 | 42.9 | 22.7 | 8.2 | 30.9 |
| | 7 | 274 | 99.6 | 32.4 | 39.7 | 15.8 | 12.1 | 27.9 |
| | 8 | 253 | 98.8 | 28.5 | 41.2 | 19.3 | 11.0 | 30.3 |
| 2006 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 259 | 99.6 | 24.8 | 41.2 | 22.6 | 11.5 | 34.1 |
| | 7 | 282 | 99.3 | 30.5 | 43.8 | 16.1 | 9.6 | 25.7 |
| | 8 | 275 | 97.8 | 36.0 | 45.7 | 9.7 | 8.5 | 18.2 |
| Science | | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 265 | 100.0 | 60.9 | 27.9 | 8.6 | 2.6 | 11.2 |
| | 7 | 274 | 98.9 | 41.9 | 41.1 | 9.8 | 7.3 | 17.1 |
| | 8 | 252 | 99.2 | 39.9 | 41.2 | 11.4 | 7.5 | 18.9 |
| 2006 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 259 | 99.6 | 63.7 | 22.6 | 8.8 | 4.9 | 13.7 |
| | 7 | 282 | 98.6 | 46.2 | 30.4 | 15.8 | 7.7 | 23.5 |
| | 8 | 275 | 97.1 | 41.9 | 44.7 | 7.7 | 5.7 | 13.4 |
| Social Studies | | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 265 | 99.6 | 39.7 | 36.6 | 13.4 | 10.3 | 23.7 |
| | 7 | 274 | 98.9 | 51.4 | 38.0 | 7.3 | 3.3 | 10.6 |
| | 8 | 252 | 99.6 | 27.9 | 42.4 | 20.1 | 9.6 | 29.7 |
| 2006 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 259 | 99.6 | 42.0 | 39.8 | 10.6 | 7.5 | 18.1 |
| | 7 | 282 | 98.2 | 48.8 | 34.7 | 9.7 | 6.9 | 16.5 |
| | 8 | 275 | 97.1 | 29.8 | 53.9 | 11.4 | 4.9 | 16.3 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|---|-------------------|------------------------------|---|-----------------------------|
| Students (n= 812) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 9.8% | Down from 14.1% | 14.5% | 16.7% |
| Retention rate | 0.3% | Down from 0.7% | 3.0% | 2.5% |
| Attendance rate | 94.9% | Down from 95.6% | 95.7% | 96.0% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 0.0% | Down from 4.0% | 2.0% | 0.9% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 0.0% | Down from 3.9% | 2.0% | 1.0% |
| Eligible for gifted and talented | 13.6% | Up from 13.2% | 12.2% | 15.6% |
| On academic plans | 55.1% | N/AV | 50.5% | 39.9% |
| On academic probation | 0.0% | N/AV | 1.4% | 0.7% |
| With disabilities other than speech | 14.1% | Up from 12.7% | 13.5% | 12.4% |
| Older than usual for grade | 2.7% | Up from 1.7% | 6.8% | 4.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.4% | Up from 0.0% | 0.9% | 0.9% |
| Annual dropout rate | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 56) | | | | |
| Teachers with advanced degrees | 57.1% | Down from 60.0% | 50.9% | 52.4% |
| Continuing contract teachers | N/AV | | N/AV | N/AV |
| Classes not taught by highly qualified teachers | 22.5% | N/A | 13.2% | 9.1% |
| Teachers with emergency or provisional certificates | 4.5% | Down from 6.7% | 8.3% | 5.6% |
| Teachers returning from previous year | 84.2% | Down from 87.2% | 82.3% | 84.6% |
| Teacher attendance rate | 94.5% | Down from 94.7% | 94.8% | 94.8% |
| Average teacher salary | \$39,919 | Down 1.5% | \$41,313 | \$42,267 |
| Prof. development days/teacher | 13.8 days | Down from 15.5 days | 11.2 days | 11.9 days |
| School | | | | |
| Principal's years at school | 7.0 | Up from 6.0 | 3.3 | 3.0 |
| Student-teacher ratio in core subjects | 10.7 to 1 | Down from 20.9 to 1 | 20.2 to 1 | 21.1 to 1 |
| Prime instructional time | 88.8% | Down from 89.4% | 88.8% | 89.0% |
| Dollars spent per pupil* | \$5,569 | Up 2.7% | \$6,302 | \$6,243 |
| Percent of expenditures for teacher salaries* | 65.1% | Up from 63.5% | 59.0% | 59.8% |
| Percent of expenditures for instruction* | 69.0% | | 63.0% | 65.2% |
| Opportunities in the arts | Excellent | No change | Good | Good |
| Parents attending conferences | 99.0% | No change | 97.9% | 97.4% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development | Excellent | No change | Good | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|------------------------|----------------------------|
| Classes in low poverty schools not taught by highly qualified teachers | 8.8% | 6.2% |
| Classes in high poverty schools not taught by highly qualified teachers | 11.8% | 10.2% |
| | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers in this school | 0.0% | No |
| Student attendance in this school | 94.0%* | Yes |

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2005-2006 school year at Fairforest Middle School was exciting with many laudable accomplishments. These include a record-number five students who were selected as South Carolina Scholastic Art Award winners, five students who were selected to participate in the prestigious South Carolina Picasso Art Program, an art student who won the Spartanburg County Martin Luther King Art Contest, and a student who won the Spartanburg County School District Six Christmas Card Art Contest. Additionally, our Odyssey of the Mind team won its second consecutive state championship and received an invitation to participate in the World Championship Competition. We had a record number of students who were inducted into our Junior BETA Club, and our Battle of the Brains team was a top eight finisher in the 2005-2006 school year competition. Recognizing our students' social and emotional growth needs, we placed an increased emphasis on our character education program. We instituted the SUPER-FANTASTIC Hornet Program to recognize those students who demonstrated good citizenship qualities. Our Gifted and Talented Horizons English Language Arts program increased from one class to two classes at the sixth, seventh, and eighth grade levels. We think we have established a foundation to make our school one that has an absolute focus on student achievement!

Our parents and community stakeholders continue to be a source of positive assistance for our educational community. We had 100% of our parents involved in a parent conference during the school year. Our parent volunteer groups were involved in our educational programming to assist when and where they were needed. Most importantly, teachers expressed that students came to school ready to learn in record numbers. We attribute this to the importance our parents place on the educational experience. We are fortunate to be part of a community where parents care about the quality of the education that students receive.

Our teachers were involved in many staff development experiences to help improve their educational teaching strategies. We developed strategies to assist us in teaching students who come from many different cultures. We continued our efforts to meet the challenges of providing a quality education to all students. We think this is the right thing to do for all students! We look forward to a new year with new opportunities and challenges as we strive to be the BEST that we can be. We will continue to do all that we can for the children of our community!

Mr. Chuck D. Gordon, Principal
Mrs. Katherine Long, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|---|-----------------|------------------|-----------------|
| Number of surveys returned | 54 | 239 | 138 |
| Percent satisfied with learning environment | 88.7% | 76.4% | 90.8% |
| Percent satisfied with social and physical environment | 98.1% | 76.3% | 80.9% |
| Percent satisfied with school-home relations | 62.3% | 84.8% | 81.8% |

*Only students at the highest middle school grade level at this school and their parents were included.